Making Connections

Gr. 2

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| Exceptional  10 | Student begins to explain how the connections help deepen comprehension, by stating how his/her experiences and previous knowledge will help them understand the story better. (Ex. I have a grandpa who reads to me. I wonder if this grandpa will read to the children) |
| Proficient  9 | Students make literal connections that aid in the understanding of the text. (My grandpa reads to me just like in the story). |
| Developing  8 | Student makes literal connections, but is not able to explain how the connection helps his/her understanding of the story. (Ex. I have a grandpa and he reads to me) |
| Emerging  7 | Student makes simple connections based only on personal meaning with no awareness of how this will help them understand the story. Ideas are not connected to text. (Ex. I have a grandpa) |

Visualizing Rubric

Gr. 2

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| --- | --- |
| Exceptional  10 | Student illustration is interpretive and perceptive of the text and accurately portrays the main idea and supporting details (nonfiction) or the story elements (fiction). |
| Proficient  9 | Student illustration is literal and it accurately portrays the main idea and supporting details (nonfiction) or the story elements (fiction). |
| Developing  8 | Student creates an illustration without accuracy or thoroughness that is linked to the text. |
| Emerging  7 | Student does not describe images from the story. Illustration is incomplete and not connected to text. |

Retelling

Gr. 2

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| Exceptional  10 | Student identifies the story elements or main ideas of the text and is able to distinguish between important information or details and interesting information. |
| Proficient  9 | Student summarizes the text, including the most important information as well as some non –important information. Student responds to specific parts of text. |
| Developing  8 | Student attempts to retell the story by identifying the beginning, middle and end. |
| Emerging  7 | Student retell describes only one aspect of the story. |

Wondering/Questioning

Gr. 2

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| Exceptional  10 | Student asks inferencing questions to make predictions and begins to ask open-ended questions to set a purpose for reading. (“I wonder or “how” questions.) |
| Proficient  9 | Student asks literal questions to clarify confusions or to set purpose for reading. Student asks both thin and thick questions. ( “I don’t get it” questions). |
| Developing  8 | Student asks literal questions just to ask questions. Student asks thin questions. (yes or no answers). |
| Emerging  7 | Student asks irrelevant questions that are not important to the story. |

Making Inferences Rubric

Gr. 2

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| Exceptional  10 | Student makes logical predictions and/or inferences, using the text as support. Student draws conclusions from the text and begins to explain how the inferences aid in deeper understanding of the text. |
| Proficient  9 | Student makes logical inferences and checks text for accuracy and proof. Student may combine information from the text with background knowledge to make an inference. |
| Developing  8 | Student makes inference that is not connected to information in the text. |
| Emerging  7 | Student does not make an inference or has no idea what the author’s message is. |

Determining Important Ideas

Gr. 2

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| --- | --- |
| Exceptional  10 | Student identifies the main idea of the text , providing at least three supporting details or elements from the text. The student distinguishes between important and interesting information. Student begins to explain how this aids in deeper comprehension. |
| Proficient  9 | Student begins to identify the specific topic or theme in the text providing relevant details from the text. Student begins to recognize difference between important and interesting information. |
| Developing  8 | Student identifies the general idea of the text, providing one relevant detail. |
| Emerging  7 | Student cannot tell what is important in text. |

Understanding Text Structure

Gr. 2

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| Exceptional  10 | Student discusses ways in which text features focus the reader’s attention, permitting the reader to recall important information and make inferences. |
| Proficient  9 | Student describes how the text features are central to the meaning. |
| Developing  8 | Student can use text features to find answers to specific questions. |
| Emerging  7 | Student lists one or more text feature, but is unable to explain how it/they help the reader. |